

**Virginia Board of Education
School and Division Accountability Committee
February 27, 2007**

**James Monroe Building
Jefferson Meeting Room, 22nd Floor
Richmond, Virginia
1:00-3:00 p.m.**

MINUTES

The meeting was called to order at 1 p.m. by David L. Johnson, chair. The following Board of Education members were present: Dr. Emblidge, Mrs. Castro, Mrs. Saslaw, Dr. Brewster, and Dr. Ward. Dr. Billy K. Cannaday, Jr., superintendent of public instruction, was also present to assist the committee in its work.

Presentations by Representatives of Richmond City Public Schools

Introductory comments were made by Ms. Kathleen Smith, director of school improvement, Department of Education. Dr. Deborah Jewell-Sherman, superintendent of the Richmond City Schools, presented a report to the committee on its recent the division-level review. Following the report, Dr. Jewell-Sherman gave the committee a report on the progress in developing and implementing an alternative accreditation plan for Richmond Alternative School. The following is an outline of the presentation given by Dr. Jewell-Sherman:

Memorandum of Understanding: Division Essential Actions

1. Develop a Comprehensive Plan of Action
2. Set Performance Targets
3. Select and Identify Priority Schools Based on 2005 SOL and AYP Data
4. Coordinate Local and State Intervention Efforts in Priority Schools
5. Redesign Central Office Monitoring Support for Priority Schools
6. Set "Stretch Goals" Beyond SOL
7. Align Department and SIP with RPS Strategic Plan and BSC
8. Tie Evaluation to Academic Targets in BSC
9. Incorporate Literacy and Numeracy Reforms into Preschool Programs
10. Extend Literacy and Numeracy Reforms Pre-K through Grade 12
11. Develop a Single, Cohesive Reading Model with Aligned Supplemental Materials
12. Activate an Academic Intervention and Support Plan for Low Achieving Students
13. Provide Division-wide PD in Reading and Mathematics
14. Develop a Process for the Evaluation, Retention and Removal of Curriculum Based on Effectiveness in Meeting Division Goals
15. Ensure that Reforms are Implemented at Classroom Level
16. Provide Comprehensive PD that is Aligned with Division Goals and BSC
17. Use Data to Monitor Student Progress and Provide Instructional Interventions

THE BALANCED SCORECARD PROCESS

What is a Balanced Scorecard?

An approach to strategic management developed in the early 1990's by Drs. Robert Kaplan (Harvard Business School) and David Norton. Recognizing some of the weaknesses and vagueness of previous management approaches, the balanced scorecard approach provides a clear prescription as to what WE should measure in order to "balance" all perspectives of our work.

The BSC is a management system:

The BSC provides feedback on internal instructional and business processes and external outcomes (i.e., student achievement and customer satisfaction) in order to continuously improve results. The BSC, when fully deployed, will transform strategic planning from an academic exercise into the nerve center of RPS.

It All Starts With the RPS Mission and Vision

Mission: Educate ALL students to become highly successful, contributing citizens in a global society.

Vision: A premier learning community that is the first choice for ALL in Richmond and recognized nationally for student excellence.

School Board Goals: The goals that will guide RPS

Improve Student Achievement

Promote a Safe and Nurturing Environment

Provide Strong Leadership for Effective and Efficient Operations

Enhance Capacity Building through Professional Development

Strengthen Collaborations with Stakeholders

Increase Parent & Community Satisfaction

Outcome Measures: ADEQUATE YEARLY PROGRESS - RPS

2005 – From 27 to 41

2005 – From 51% to 80%

2006 – From 41 to 40

2006 – Remains at 80%*

Standards of Learning Gains

2003 – From 10 to 23 or 44%

2004 – From 23 to 39 or 76%

2005 – From 39 to 45 or 90%

2006 – From 45 to 44 or 88%

Dr. Jewell-Sherman concluded her progress report on the Richmond City Public Schools by thanking the Virginia Department of Education for its help and by renewing her commitment that the system is totally committed to improvement and moving from good to great.

Mr. Johnson congratulated Dr. Jewell-Sherman on the progress of the Richmond City Public Schools.

Presentation by Representatives of Petersburg City Public Schools

Ms. Smith introduced Mr. Ed Betts, the acting superintendent of the Petersburg City Public Schools, who gave a detailed report on the progress of the Petersburg schools.

Presentation by Representatives of Sussex County Public Schools

Mrs. Smith introduced Dr. Charles Harris, the superintendent of the Sussex County Public Schools, who made a detailed progress report to the committee. The text of Dr. Harris' report is contained in Appendix A. An outline of Dr. Harris' comments is as follows:

2005 - 2006 Division Performance Report

Division Highlights

- Four Sussex County Schools made AYP under NCLB.
- Jefferson Elementary School continues to meet the SOL requirements for full accreditation.
- Jefferson Elementary School met Adequate Yearly Progress (AYP) under NCLB for English, mathematics and attendance.
- Jefferson Elementary School's third and fifth grade students met or were above the 75 percent SOL benchmark for the three year average with 78 percent passing English. In other areas they were above the 70 percent SOL benchmark with 76 percent passing mathematics, 74 percent passing history, and 74 percent passing science.
- Jackson and Chambliss Elementary School met AYP under NCLB for performance under Safe Harbor.
- Jackson Elementary School and Chambliss Elementary School reduced their percent of failures for English and mathematics by ten percent or more under NCLB (R10).
- Jackson Elementary School and Chambliss Elementary School met the Standards of Learning benchmark for grade three history, history for the three-year average, and grade three science.
- Jackson Elementary School and Chambliss Elementary School met the Standards of Learning benchmark for history by the three-year average.
- Sussex Central Middle School met the Standards of Learning Benchmarks of 70 percent passing for history and science based on the three-year average.
- Sussex Central High School met the AYP requirements of NCLB.
- The high school met AYP performance requirements for all students in the area of English, mathematics and graduation.
- The high school met the Standards of Learning benchmarks for English, mathematics and history. The English SOL score was 87 percent. The SOL results for mathematics were 78 percent for the three-year average and the history results were 75 percent passing.
- 60 percent of seniors graduated from Sussex County Schools meeting the graduation rate for No Child Left Behind.

- Each department continues to implement activities and strategies to strengthen the performance of the school division in both instruction and operations.

- Chambliss Elementary and Jackson Elementary
- Second Nine-week Assessments are showing gains for mathematics.
- Chambliss Elementary (Grade 3) and Jackson Elementary (Grades 4 and 5)
- Projected number of students passing is above 70%.
- Assessments Test Used – Saxon Math and Released Test Items
- Concern

- Assessment for Grade 4 Released test items were 10% below the Saxon Math assessment
- Projected pass rate for Reading based on RFIT meetings showing a 20% gain over last year's 2005-2006 pass rates.
- Reading Program is being supplemented beyond the regular Direct Instruction Program.
- Focused Remediation on areas of weakness will continue.
- Training has focused on the writing program.
- Jackson Elementary School's environment is more instructionally focused than prior years.

- Sussex Central Middle School
- Strengths
- Grade 7, Both English and mathematics projected above 70%.
- Grade 8, No decline in performance where results were at 70 percent.

- Sussex Central Middle School
- Concern
- Grade 6, No gains.

- Current Focus
- Increased focus on writing.
- More instructional focus on 6th grade instruction and curriculum with coaches and administration.
- Continue to focus on science and history.

- Sussex Central High School
- Assessment results are consistent with prior year's assessments.
- Administration and faculty are comfortable with current results.
- More focus has been placed on Earth Science where a coach was hired to assist with curriculum and instruction.

Update on Waiver Requests and Reauthorization of *No Child Left Behind Act of 2001*

Dr. Linda Wallinger, assistant superintendent for instruction, and Ms. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, gave the committee an update on the status of the Board of Education's waiver requests. Their report is summarized as follows:

Summary of Virginia's 2006-2007 Implementation Requests Under the *No Child Left Behind Act of 2001* February 27, 2007

Federal Requirements

The *No Child Left Behind Act of 2001* (NCLB) requires academic assessments in two areas:

- **Content Area Assessments**
 - Academic assessments in mathematics and language arts/reading not less than once in grades 3 through 5; 6 through 9; and 10 through 12. Academic assessments in grades 3 through 8 and end-of-course by 2005-2006 (science by 2007-2008). [Sec. 1111(3)(A)]
- **English Language Proficiency Assessments**
 - Academic assessment of English language proficiency for all LEP students measuring students' oral language, reading, and writing by 2002-2003. [Sec. 1111(7)]

Virginia's Initial Approach to Meeting Federal Requirements Related to LEP Students

■ Content Area Assessments

○ Reading/Language Arts

- For 2003-2004 through 2005-2006 school divisions had the option to use the English Language Proficiency (ELP) assessment as a proxy for the English/reading Standards of Learning (SOL) assessment for limited English proficient (LEP) students at the lowest levels of English language proficiency (levels 1 and 2). LEP students at the upper levels of English language proficiency (levels 3 and 4) were required to take the English/Reading SOL assessment. [Virginia Consolidated State Application Accountability Workbook, revised June 28, 2006]
- Beginning with the 2003-2004 school year, the scores of LEP students during their first year of enrollment in a U.S. school on the English/reading SOL assessment or assessments linked to the SOL will be counted toward the 95 percent participation rate for the purposes of AYP, but they will not be included in the calculation of AYP. [Virginia Consolidated State Application Accountability Workbook, revised June 28, 2006]
- Beginning with the 2003-2004 school year, for purposes of AYP calculations only, LEP students will be counted in the LEP subgroup for two years after they have been reclassified as non-LEP. [Virginia Consolidated State Application Accountability Workbook, revised June 28, 2006]

○ Mathematics

- From 2003-2004 to date, school divisions have the option of using a plain English Standards of Learning (SOL) assessment for LEP students at the lowest levels of English language proficiency (levels 1 and 2). LEP students at the upper levels of English language proficiency (levels 3 and 4) take the mathematics SOL assessment. [Virginia Consolidated State Application Accountability Workbook, revised June 28, 2006]

Update on Virginia's Requests Related to Meeting Federal Requirements Under NCLB

Date	Action
March 22, 2006	USED notified Virginia of the results of the peer review of Virginia's standards and assessment system and detailed additional evidence necessary for Virginia to meet the statutory and regulatory requirements of Section 1111(b)(1). One of the areas in which additional evidence was required was comparability of the Stanford English Language Proficiency (SELP) assessment with the SOL reading tests.
June 28, 2006	USED notified Virginia of an "Approval Pending" rating for its standards and assessment system. The letter stated that USED could not approve Virginia's standards and assessment system due to outstanding concerns regarding the validity, comparability, alignment, reporting, and approved academic achievement standards for the Stanford English Language Proficiency (SELP) assessment when used as a proxy for the reading Standards of Learning (SOL) assessments.
June 28, 2006	<p>In a separate letter, USED notified Virginia that it was concerned that some of the methods the VDOE proposed under its High Objective Uniform State Standard of Evaluation (HOUSSE) to assess the content knowledge of new secondary special education teachers did not meet the requirements of NCLB or IDEA. Further, some of the options that VDOE offered to teachers in its HOUSSE did not meet the requirements of NCLB.</p> <p>As a result, USED placed conditions on Virginia's ESEA Title I, Part A, and Title II, Part A, grants because the state would not be able to submit accurate Highly Qualified Teacher (HQT) data before the FY 2006 grants were awarded on July 1, 2006. The conditions would remain in force until the VDOE had corrected the problems with its HQT definitions and submitted accurate HQT data. The DOE was given a deadline of December 29, 2006, to comply.</p>
October 25, 2006	<p>Needing to ensure that Virginia took steps to have its standards and assessment system approved so schools, divisions, and the state would know how to proceed for the 2006-2007 school year, the BOE approved amendments to the Virginia Consolidated State Accountability Workbook that included:</p> <ul style="list-style-type: none"> • Elimination of the SELP test as the state-approved assessment instrument to be used as a proxy for the SOL reading tests in grades 3 through 8 for LEP students at level 1 or 2 of English language proficiency; and • Expansion of the Virginia Grade Level Alternative (VGLA) to include LEP students at levels 1 and 2 of English language proficiency. <p>However, members of the BOE acknowledged that they wished to meet directly with USED to seek flexibility regarding the requirement under NCLB to assess all LEP students on an academic content assessment in reading. The written request to transmit the amendments above was held pending the outcome of the requested meeting.</p>
December 11, 2006	Mrs. Isis Castro, State BOE member, and State Superintendent, Billy K. Cannaday, Jr., and school division representatives met with USED representatives and conveyed verbally their request to extend the SELP as a proxy for the 2006-2007 school year. USED staff conveyed the message that USED would not likely approve Virginia's request.

Date	Action
December 15, 2006	In response to the negative verbal response received from USED on December 11, 2006, the BOE submitted a written request for consideration of the amendments approved on October 25, 2006.
December 22, 2006	VDOE submitted revisions to Virginia's HOUSSE for Highly Qualified Teachers (HQT) that had been approved by the BOE on September 27, 2006, as well as data that had been recalculated to met USED's requirements for HQT definitions.
January 8, 2007	A USED spokesperson stated that they had not received a formal request from Virginia to extend use of the SELP as a proxy for the 2006-2007 school year, despite the discussions that occurred on December 11, 2006.
January 9, 2007	The BOE submitted a formal letter to USED reiterating the December 11, 2006, request to extend use of the SELP as a dual-purpose assessment for the 2006-2007 school year.
January 10, 2007	The BOE approved additional amendments to the Virginia Consolidated State Application Accountability Workbook for submission to USED, one of which was related to LEP students: Exemption of recently arrived LEP students at levels 1 and 2 of English language proficiency from the state reading/language arts assessment for two consecutive years.
January 22, 2007	<p>The BOE submitted a request to USED for all amendments approved during the January 10, 2007, meeting. These additional amendments were in five areas:</p> <ul style="list-style-type: none"> • Reversing the order of the school choice and supplemental educational services (SES) sanctions; • Extending flexibility in AYP calculations for students with disabilities (SWD); • Identifying targets for graduation rates for certain years; • Modifying testing and AYP calculation policies for limited English proficient (LEP) students; and • Expanding options for the other academic indicator.
January 25, 2007	USED stated in a letter to the VDOE that it was satisfied with corrected data received from Virginia related to Highly Qualified Teachers and was removing conditions that had been placed on both the ESEA Title I, Part A, and Title II, Part A, grants for 2006-2007.
January 31, 2007	<p>USED expressed concern via a letter about press accounts of resolutions that some local school boards were considering or had adopted that would cause them to be out of compliance with certain assessment requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by NCLB.</p> <p>In the letter, USED also notified the Virginia Department of Education (VDOE) that the SELP assessment, when used to assess the reading/language arts proficiency of LEP students, did not meet the ESEA requirements for technical quality and alignment. USED recommended several options for Virginia to use in place of the SELP, such as using accommodations on the SOL assessments. The letter also stated that USED's experts had reviewed the VGLA and were considering a response. If the VGLA met the requirements of the ESEA, students could be assessed with that instrument and their scores included in AYP determinations for 2006-2007. If the VGLA was not approved, the students must take the SOL assessments with accommodations,</p>

Date	Action
	<p>as necessary.</p> <p>The letter requested that VDOE inform USED within 15 calendar days regarding the steps that would be taken for the appropriate assessment of LEP students.</p>
January 31, 2007	<p>In a separate letter, USED responded to Virginia's amendment requests dated December 15, 2006, January 9, 2007, and January 22, 2007.</p> <p>Regarding amendments related to LEP students, USED's letter stated that Virginia:</p> <ul style="list-style-type: none"> • Must either discontinue use of the SELP as a substitute for the reading/language arts assessment or revise it to meet NCLB standards and assessment requirements; and • May not exempt recently arrived LEP students at levels 1 and 2 of English language proficiency from the state reading/language arts assessment for two consecutive years. <p>Regarding several other amendment requests, USED's letter affirmed that Virginia will:</p> <ul style="list-style-type: none"> • No longer include the scores of students who participate in the Virginia Substitute Evaluation Program (VSEP) in the participation or proficiency calculations for AYP until such time as there are sufficient numbers of students participating in this program to prepare the required technical documentation necessary to meet the NCLB assessment requirements; • Remove the Stanford English Language Proficiency (SELP) test as a substitute for the reading Standards of Learning test for Limited English Proficient (LEP) students at levels 1 and 2 of English language proficiency; and • Add science assessments and history and social science assessments to the list of options available for school divisions to choose as an Other Academic Indicator for elementary and middle schools. <p>USED deferred a decision on the following amendment requests pending receipt of additional information:</p> <ul style="list-style-type: none"> • Using high school substitute tests in the calculation of AYP • Reversing the order of public school choice and supplemental educational services; • Assessing students with disabilities (exception to the one percent cap and use of the two percent proxy); and • Expanding the VGLA to include LEP students.
February 2, 2007	<p>The BOE requested additional clarification to the January 31, 2007, response related to the use of SELP for the 2006-2007 test administration and to the inclusion of writing assessments as an option for the Other Academic Indicator.</p>
February 8, 2007	<p>USED responded that:</p> <ul style="list-style-type: none"> • The SELP may not be used in its current form as a reading assessment proxy for the 2006-2007 test administration; and • Writing assessment may be included as an option for the Other Academic Indicator for elementary and middle schools.

Date	Action
February 22, 2007	<p>At USED's request, a meeting was held in Richmond that included USED Deputy Secretary Ray Simon and members of his staff met with Virginia Secretary of Education Tom Morris, Superintendent of Public Instruction Billy Cannaday, Jr., and Virginia Board President Mark Emblidge. Secretary Simon reaffirmed USED's decision denying approval of the Commonwealth's continued use of the Stanford English Language Proficiency (SELP) assessment as a proxy reading test. Secretary Simon also reiterated the potential consequences of non-compliance for school divisions and the commonwealth.</p> <p>At Dr. Emblidge's request, Secretary Simon agreed to provide - prior to the Board of Education's February 28 meeting - a letter detailing specific potential consequences for school divisions and the state. Simon also stated that:</p> <ul style="list-style-type: none"> • USED is preparing a letter elevating the status of the Commonwealth's assessment system (including the use of the VGLA as a replacement for the SELP) from "approval pending" to "approval expected." • To find a long-term solution, USED will revive the LEP Partnership with states with the purpose of developing an acceptable dual-purpose assessment for LEP students. The LEP Partnership was announced last July, met twice, and has been dormant since October. The partnership has not produced specific recommendations regarding dual purpose assessments, such as the augmented SELP. • USED is open to discussion during reauthorization of the creation of a second "safe harbor" provision for LEP students in schools where these students are making progress toward English proficiency but not meeting annual measurable objectives on grade-level standards.

Following the report from Dr. Wallinger and Mrs. Loving-Ryder, Dr. Patricia Wright, chief deputy superintendent of public instruction, gave a report on the reauthorization of NCLB. A summary of Dr. Wright's report is as follows:

**Recommendations for Reauthorization of the
Elementary and Secondary Education Act (ESEA)
No Child Left Behind
February 2007**

The Federal Role in Education Reform

- **Respect State and Local Control.** Given states constitutional authority and responsibility for public education, Virginia does not support the abdication of its authority over the establishment of academic standards, corresponding assessments, and the flexibility it can give to local school divisions to meet its standards. Therefore, we oppose any mandatory or voluntary national standards and assessments that usurp state constitutional authority and responsibility.

- **Acknowledge State Innovations.** Amend the Secretary's waiver authority in Section 9401 to indicate that the Secretary shall approve innovative models proposed by states when the state can demonstrate, through a transparent independent peer review process, that implementation will raise the student achievement of all students while closing the achievement gap and holding all schools and school divisions accountable for results. The U.S. Department of Education (USED) should fully utilize the waiver authority granted in NCLB, especially Section 9401, and use existing authority under this section and in other sections to acknowledge and reward accountability plans that meet the spirit and broad goals of NCLB.
- **Plan Approval Process.** Require the U.S. Department of Education's approval process for state accountability plans be uniform, transparent, deliberate, and prompt with requests for exceptions and waivers, both those approved and denied, promptly made public, published and explained in writing. Options granted to any state should be published as a notice to and guidance for the benefit of all states.
- **Appeals Process.** Require the U.S. Department of Education to adopt an appeals process, such as an independent peer review to hear appeals for denied requests for flexibility, exemptions, and waivers.

Adequate Yearly Progress

- **Flexible and Valid AYP Models.** Permit states to propose alternative models for determining Adequate Yearly Progress (AYP) and require USED to approve the model if an independent peer review process determines AYP results will be valid and accurate and the broad goals and principles of NCLB are met. Alternative AYP models may include compensatory, index and value-added, or student-growth models.
- **Graduation Rate Requirement.** Permit states to include in their graduation rates all students who earn high school diplomas recognized by the state. Require USED to accept the NGA graduation rate formula for any state that signed the National Governors Association Graduation Rate Compact.
- **AYP Consequences.** Permit states to decide the order of interventions when a school is identified as being in need of improvement. Permit a full range of consequences for divisions and schools not making AYP that appropriately recognize whether schools and divisions miss AYP by a little versus a lot.
- **Focus of Intervention Services.** Permit states to change the way they provide intervention services so that their federal money is focused on the students most in need.
- **Proficiency.** Recognize that basing state, division, and school AYP determinations on achieving 100 percent proficiency on rigorous standards and assessments by 2014 is a laudable aspirational goal; however, statistically it is not reasonable. Amend AYP requirements to clarify the "almost all" provision in the statute and permit states to use a tolerance band or confidence interval (e.g., 95 percent) around the required 100 percent proficiency rate for AYP purposes.

AYP: Students with Disabilities and Limited English Proficiency

- **IDEA and NCLB.** Recognize IDEA as the prevailing law regarding students with disabilities. IDEA should take precedence over NCLB. States should be allowed to use the individualized

educational program (IEP) process to determine an appropriate curriculum, standards, and assessment system for individual students with disabilities.

- **Exemption Level for Alternate Testing of Students with Disabilities.** Permit states to use the IEP process to determine the percentage of the special education population that would be best educated according to out-of-level standards and tested accordingly. Local school divisions should be able to petition the state if they need to exceed the exemption level.
- **Alternate Modified Achievement Standards for Students with Disabilities.** Permit states to use alternate assessments for certain students with disabilities measured against alternate/modified achievement standards based on individualized growth expectations across grade levels as needed for some students.
- **ELL/LEP Assessments.** Permit states to properly include new immigrant English Language Learner (ELL) students with limited English proficiency (LEP) in school accountability based on multiple measures, including progress towards reading proficiency as measured by an English language proficiency assessment, for several years (no fewer than three years) where educationally appropriate. Currently, USED defines a new immigrant or recently arrived student as a first-year enrolled student. Alternate assessments for LEP students should be linked to grade level standards; however, direct alignment to substantive content assessments for validity and comparability purposes is not appropriate. Proficiency on a grade-level reading assessment is not a reasonable expectation for LEP students who cannot speak English.
- **Counting Students in Subgroups.** Permit states to count the performance of students who recently transitioned out of the LEP or students with disabilities student subgroups in subgroup accountability determinations for an appropriate period.

Highly Qualified Teacher and Paraprofessional Requirements

- **Role of State Licensure Requirements.** Permit states that have initial teacher licensure and renewal processes in place that meet the principles and goals of the NCLB highly qualified provision to use the state processes to determine highly qualified status. USED should respect state licensing and certification regulations.
- **Highly Qualified Special Education and ELL Teachers.** Permit states to define ELL and special education instructors as highly qualified based on criteria relevant to their teaching assignments. Clarify that special education and ELL instructors may be deemed highly qualified in each core academic subject if they are working in close consultation with another teacher(s) who is highly qualified in the given subject.
- **Requiring Teachers to Prove Content Knowledge.** Permit states to allow teachers who are teaching multiple subjects to be considered highly qualified based on a single means of evaluation, which could include a test, continued education, or a high, objective, uniform state standard of evaluation (HOUSSE) program. The evaluation system must ensure that teachers have sufficient content knowledge to teach separate subjects, but should not require teachers to repeat the evaluation process for each subject.
- **Incentives.** Provide states dedicated incentive funding for the purposes of helping school divisions recruit and retain experienced, successful teachers and principals in hard-to-staff schools and in critical shortage areas.

The Cost of Proficiency and Compliance

- **Funding.** Recognize that while recent increases in federal education funding may be “historic,” the absolute effect on state systems of education is limited, ranging from 1 percent to 2 percent of education budgets.
- **Compliance and Capacity.** Provide adequate funding to states and localities to cover administrative burden and compliance costs of NCLB in addition to program services. Funding decisions should take into consideration Title I accountability requirements apply to Title I and non-Title schools while federal funds are targeted primarily for Title I schools.

Provide additional federal funds for states to retain for the purpose of meeting the increased roles and responsibilities placed on states, especially in key areas such as:

- State assessments (particularly including alternate assessments and English proficiency assessments)
- State data systems and technology
- Development of state and local capacity for administering and implementing accountability provisions of NCLB.

There being no further business for the committee, the meeting was adjourned at 3:30 p.m.

ATTACHMENT A:

SUSSEX COUNTY PUBLIC SCHOOLS

Division Performance Report

EDUCATING TOMORROW'S LEADERS



“Accepting nothing less than the best from all of us ...”

SUSSEX COUNTY PUBLIC SCHOOLS
2005 - 2006 Division Performance Report

Introduction

Sussex County Public Schools adopted a Division Improvement Plan in 2004–05. The plan reviews and analyzes relevant data and other information pertinent to improving student academic performance. The school system annually participates in the Virginia Standards of Learning Assessment requirements which ultimately determine each school’s accreditation status and its performance under the No Child Left Behind criteria. This report gives an overview of the progress for Sussex County Public Schools as well as each school in the division. This report identifies instructional highlights and needs of the school division based on performance for the 2005-2006 school year.

The Division Improvement Plan becomes a tool for continuous improvement of Sussex County Schools as we strive to meet all Virginia Standards of Learning requirements and mandates of the federal No Child Left Behind program. These assessments set expectations for teaching and learning to hold schools accountable for ensuring a quality education for each student. The system also ensures our schools of becoming a first class school division that maintains a quality instructional program with high expectations. The system supports the School Board’s mission:

“EDUCATING TOMMORROW’S LEADERS”

Overview

Sussex County is located in Southside Virginia about 30 miles southeast of Petersburg, Virginia. Both Interstate 95 and Route 460 are major thoroughways of the county. There are three small elementary schools, one middle school and one comprehensive high school in the county with a total student population of 1, 395 serving students in grades kindergarten through twelve. Gifted services are offered through the Appomattox Regional Governor’s School and vocational class offerings are held at the Rowanty Technical Center.

Chambliss Elementary School had an enrollment of 204 students grades kindergarten through two. It is located in Wakefield, Virginia. Jackson Elementary School is located in Waverly, Virginia with an enrollment of 192 in grades three through five. The test results of this school also reflect the accreditation status of Chambliss Elementary School. Elementary students east of the Nottoway River attend these two schools.

Jefferson Elementary School had an enrollment of 164 students in kindergarten through grades five. It is located in Jarratt, Virginia. Students west of the Nottoway River attend Jefferson Elementary School.

Sussex Central Middle School is located in Sussex, Virginia on Route 40. It had an enrollment of 362 students in grades six through eight.

Sussex Central High school had an enrollment of 473 in grades nine through twelve. The school is located beside the middle school on Route 40.

The division’s enrollment is 79 percent minority and 71 percent of its students are identified as economically disadvantaged. There are 288 employees to support the daily goal of providing a safe environment where all students learn. It is the responsibility of the staff to see that each child reaches his/her highest potential.

Division Highlights

- ◆ Four Sussex County Schools made AYP under NCLB.
- ◆ Jefferson Elementary School continues to meet the SOL requirements for full accreditation.
- ◆ Jefferson Elementary School met Adequate Yearly Progress (AYP) under NCLB for English, mathematics and attendance.
- ◆ Jefferson Elementary School's third and fifth grade students met or were above the 75 percent SOL benchmark for the three year average with 78 percent passing English. In other areas they were above the 70 percent SOL benchmark with 76 percent passing mathematics, 74 percent passing history, and 74 percent passing science.
- ◆ Jackson and Chambliss Elementary School met AYP under NCLB for performance under Safe Harbor.
- ◆ Jackson Elementary School and Chambliss Elementary School reduced their percent of failures for English and mathematics by ten percent or more under NCLB (R10).
- ◆ Jackson Elementary School and Chambliss Elementary School met the Standards of Learning benchmark for grade three history, history for the three-year average, and grade three science.
- ◆ Jackson Elementary School and Chambliss Elementary School met the Standards of Learning benchmark for history by the three-year average.
- ◆ Sussex Central Middle School met the Standards of Learning Benchmarks of 70 percent passing for history and science based on the three-year average.
- ◆ Sussex Central High School met the AYP requirements of NCLB.
- ◆ The high school met AYP performance requirements for all students in the area of English, mathematics and graduation.

- ◆ The high school met the Standards of Learning benchmarks for English, mathematics and history. The English SOL score was 87 percent. The SOL results for mathematics were 78 percent for the three-year average and the history results were 75 percent passing.
- ◆ 60 percent of seniors graduated from Sussex County Schools meeting the graduation rate for No Child Left Behind.

Division Analysis

Sussex County Public Schools, accredited by the Southern Association of Colleges and Schools, continues to work toward full accreditation by the Virginia Department of Education. Emphasis has been placed on teaching and learning to increase student achievement. Priorities of the instructional program include providing instructional funding directly to the schools to allow each the opportunity to focus spending on their individual instructional needs. It also includes maintaining funding to the instructional program as well as to the operation of each school's library. Direct Instruction continues to be the instructional model for reading and math at the elementary schools and is monitored by consultants for each school. Jackson Elementary School did move to a math basal teaching approach after the winter break for the 2005-2006 school year. Saxon mathematics is being implemented in the elementary schools for 2006-2007. The instructional model of the middle and high school is guided by the administration through department heads/lead teachers in disaggregating data and developing the instructional emphasis for subject areas based on the Standards of Learning. The Middle School is working with the Virginia Department of Education through the PASS Initiative and the Virginia Turn Around Specialist Program.

The Standards of Learning tests results indicate that Jefferson Elementary School continues to be fully accredited by Virginia standards and did make Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB). All English and mathematics results either met the benchmarks by each subgroup for AYP or reduced its failure rate by ten percent. Jefferson Elementary improved its performance significantly at the third grade level in both English and mathematics. The school needs to continue its focus on increasing student performance. Jackson and Chambliss Elementary reduced their rate of failure in each measurable subgroup according to NCLB and made AYP through Safe Harbor in English and mathematics. Jackson and Chambliss Elementary Schools' accreditation rating is conditional based on the Corrective Action Plan developed and approved by the Board of Education. Sussex Central Middle School scored above the 70 percent benchmark for social studies and met the benchmark for science based on its three-year average. The Middle School test results indicate a reduction of more than ten percent in the area of 8th grade mathematics and above the 70 percent mark for 8th grade when Algebra I results are included. Sussex Central High School met adequate yearly progress under No Child Left Behind. The high school SOL results were very strong in English, but lacked the 70 percent pass rate in science. The social studies scores were above the 70 percent benchmark, 75 percent, and the mathematics performance was at the 70 percent benchmark.

The division needs to continue to emphasize the focus on the academic needs and achievement of our students. Those needs include a focus on professional development, the development and use of curriculum and pacing guides, regular assessment of student learning, and effective remediation and supplemental education services. Parental involvement is also a key to having successful schools.

SOL Results

English	65%	+5%
English/Writing	67%	
Mathematics	50% (Include all test grades)	
	65% (Grades 3, 5, 8 and EOC)	+6
Science	67%	+6
Social Studies	73%	+8
Accreditation Status	Accredited with warning by VDOE; Accredited by Southern Association of Colleges and Schools	
Adequate Yearly Progress Status	Did not meet	
Attendance Rate	93%	
Graduation Rate	60%	
Promotion of Students	99%	

No Child Left Behind – Adequate Yearly Progress

<i>English Performance</i>	<i>Rate</i>	<i>AMO Met?</i>
Each subgroup		
All Students	66%	No
Students with disabilities	51%	R10
Race/Ethnicity		
Black	64%	No
Hispanic	17%	TS
White	77%	Yes
Limited English Proficient	25%	TS
Students Identified as Disadvantaged	62%	R10
Graduation Rate	60%	Yes
Attendance Rate	93%	No
 <i>Math Performance</i>	 <i>Rate</i>	 <i>AMO Met?</i>
Each subgroup		
All Students	51%	R10
Students with disabilities	26%	No
Race/Ethnicity		
Black	49%	No
Hispanic	14%	TS
White	59%	No
Limited English Proficient	25%	TS
Students Identified as Disadvantaged	46%	R10
Graduation Rate	60%	Yes
Attendance Rate	93%	No

Division Profile

(Basic information about the school system presented in bullets/charts form)

School Board Members

Mrs. Rosa Overby, Chair
Mr. Waverly Burrow

Mr. James Thorpe, Vice Chair
Mrs. Rose Rivers

Mr. Lafayette Edmond Mr. Jarvis Stringfield

Administration

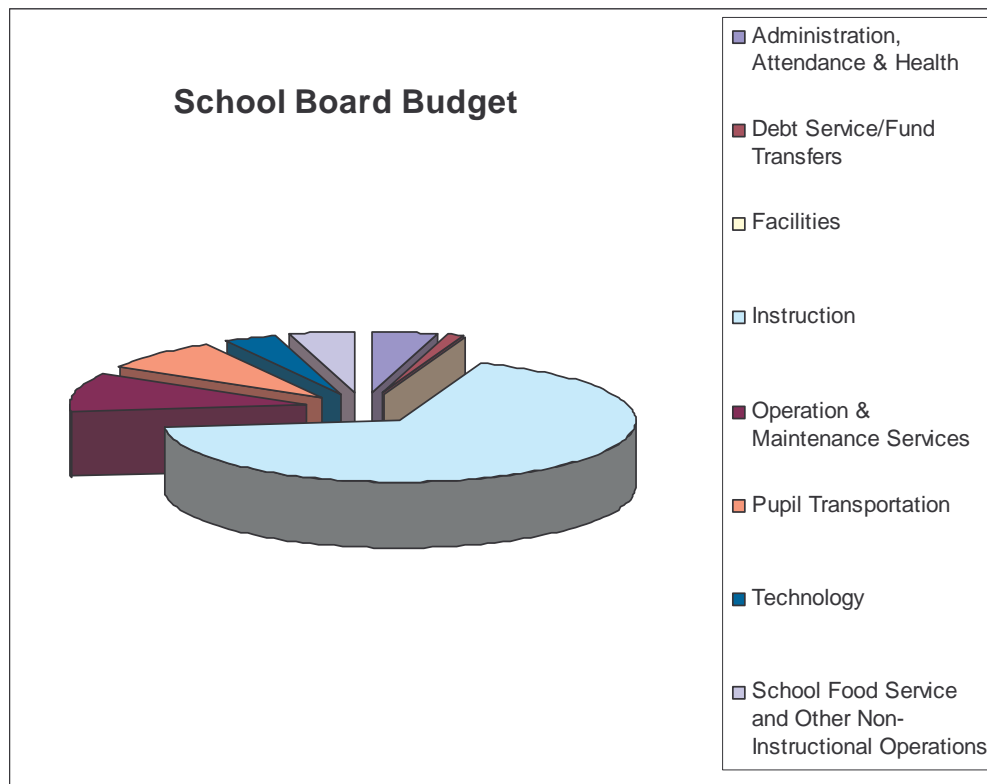
Dr. Charles H. Harris, III, Division Superintendent
P. O. Box 1368
Sussex, Virginia 23884

Data on Staffing

# of teachers	131
# of support staff	144
# of administrators	13
Total	288

Financial Data

Operating Budget	\$18,045,366.61	
Expenditures by Function (%)		
Instruction	\$12,209,933.26	(68%)
Administration, Attendance and Health	\$800,654.46	(4%)
Pupil Transportation	\$1,487,247.66	(8%)
Technology	\$653,682.67	(4%)
Operations and Maintenance Services	\$1,846,771.35	(10%)
Facilities	\$2,775.00	(.02%)
School Food Service and Other Non-Instructional Operations	\$821,642.97	(5%)
Debt Service and Fund Transfer (Includes Escrow Account)	\$222,659.24	(1%)



Data on Schools (#)

Elementary Schools	3
Middle School	1
High School	1
Regional Alternative Schools	1
Regional Governor's School	1

Data on Student Enrollment

Membership

Pre-K		
Elementary Schools	560	
Middle Schools	362	
High Schools	473	
Post-graduate		
Total	1,395	

Membership: Ethnicity Percent

African American	79%
Asian	0%
Hispanic	2%
American Indian	0%
White	19%

Membership Categories Percent

Regular Education	81%
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Special Education	12%
Gifted Education	7%

Other Selected Student Data

Free/Reduced Lunch % 72%

Attendance Rate

Elementary	94%
Middle	93%
High	90%
Dropout Rate	2%

Division Goals

Sussex County Public Schools believe that all students can learn. We will provide a safe and secure environment for students where they can develop into knowledgeable and productive citizens. Sussex County Public Schools will provide the necessary instructional resources, learning opportunities and leadership for students to reach their highest educational potential to be our leaders of tomorrow. In order to accomplish this goal, each department – instruction, special education, technology, finance, and operations – must review and identify its strengths and areas of need to focus on how we best operate to support the instructional programs of each school. To that end, all personnel are accountable for student achievement and will work toward common goals to assist students in reaching their highest academic potential.

This plan identifies activities for Sussex County Public Schools to achieve a 70 percent pass rate on the Standards of Learning tests or other applicable pass rates at the elementary schools to meet full accreditation. The activities below reflect the review of past practices and data with an emphasis on goals that we must strive to attain. Each department will review the status of their activities and update relevant data quarterly.

Elementary Instruction

Coordinator of Elementary Instruction

I. Review and assist schools with the interpretation of SOL test data along with nine-week assessment data and other test data.

Discussions/interpretations held with principals for the following data:

- Comparison summary of SOL data was given to principals to include 1998-2006 data.
- School summaries for 2001-2006 given to principals.
- Student Performance by question comparisons given to principals.
- PALS data was also reviewed and discussed.

II. Keep updated curriculum and pacing guides for the four content areas – English, Math, Science, and History.

- A total of seven days were used during the summer of 2006 to revise the curriculum. 6/27-29 through 7/5-11, 2006, were the days used. All of the pacing guides for English, Math, Science and History were revised as well. All revised curriculum guides and pacing guides were copied for all K-5 teachers. A total of 16 teachers were involved in the process. Writing curriculum written based on the writing strand as provided by the Virginia SOLs.

- Writing rubric developed according to the Writing blueprint and NCS mentor. Rubrics were reviewed at instructional meetings. Rubrics were enlarged and given to teachers for posting.
- Since adopting SAXON math, teachers are completing curriculum maps and identifying the gaps as they relate to the SOLs such that the math curriculum guide will be revised in the summer of 2007.

III. Provide staff development to support English performance of students with emphasis on writing (composing-written expression and usage-mechanics), reading (word analysis and comprehension).

- Writing consultant has been hired for Jackson Elementary School. She will begin working with 5th grade teachers and students beginning December 12, 2006. She will work 4 ½ days in December, January and February at Jackson Elementary School.
- A writing consultant has been working with Jefferson Elementary School since September 2006.
- Writing Strategies Workshop for K-5 teachers was held January 29. The Consultant from Step Up to Writing facilitated the workshop from 1:00 – 4:00 p.m.

IV. Increase the inventory of reading materials and the rate of student reading a variety of materials.

- Library circulation reports reviewed December and January at each school.
 - Circulations at Jefferson ES show that about 90% of students are checking out books.
 - Circulations at Jackson and Chambliss indicate about 65% of students checking out books.
- Monthly reading logs are kept by teachers and submitted to the principal on a monthly basis.
- Each classroom has established classroom libraries.
- Accelerated Reader reports are generated on a monthly basis to determine the number of books read by students and performance on AR tests.

V. Provide staff development to support mathematics in the areas of number and number sense, computation and estimation; measurement and geometry; probability and statistics; patterns, functions and Algebra.

Beginning in August and ending in December, a UVA instructor provided a non-credit math workshop for all K-5 teachers. Course entitled “Student Centered Elementary Mathematics.” There were 17 class sessions at each of the elementary schools. Teachers received 45 points for the course.

VI. Continue to provide supplemental educational services at Chambliss and Jackson Elementary Schools.

Supplemental Services started February 1, 2007. A total of 72 students are participating, 48 at Chambliss and 24 at Jackson.

VII. Continue to provide remedial instruction (MARS) after school and summer to remediate students in areas of weakness for English and Math.

MARS after school beginning dates:

November 9, 2006 – Jefferson ES (50 students – grades 1-5)

November 13, 2006 – Jackson ES (30 students – grades 4 & 5)

November 14, 2006 – Chambliss ES (55 students – grades 1, 2, 3)

3:30 p.m. – 5:00 p.m. two days weekly

VIII. Continue to provide instructional materials that enhance teaching.

Schools received budgeted amounts to purchase instructional materials. In addition to the budgeted items, instructional items are purchased based on request. Other instructional requests are submitted to the Coordinator of Elementary Education or Facilitator of Federal Programs for test prep materials, textbooks and resources, maps, dictionaries, calculators, etc.

IX. Provide support that allows Direct Instruction Reading and Saxon Math to be taught to its fidelity.

Classroom observations and summaries provided for teachers by principals and Coordinator of Elementary Instruction. Discussions held during instructional meetings: Tuesday mornings at Chambliss Elementary School, Thursday afternoons at Jackson Elementary School, Tuesday Afternoons at Jefferson Elementary School.

X. Provide instructional materials and professional development to support the instruction of science and history.

Instructional materials have been ordered for all schools in science and history.

XI. Schools will implement incentives to encourage students to attend school regularly to increase the average daily attendance along with holding Student Assistance Team meetings while support is given to school through the School Social Worker with parental contact for students absent from school for ten cumulative days.

- Incentives for attendance are planned through the guidance department.
- Local attendance guidelines and follow-up procedures have been established and implemented.

XII. Increase parental communication and involvement in the schools.

- Newsletters are sent from the schools monthly and division wide in November 359 were sent, in December 45 were sent, and in January 542 were sent.
- During Report Card Pick Up on November 20th, 2006, Division wide 289 parents participated.
- Division-wide PTA participation was as follows: November - 34 parents attended, December - 788 people attended offered concerts and programs.
- Other chances for involvement included fundraiser projects, MARS program volunteers, field trips, book fairs, financial aid workshop, guidance conference, GEAR UP dinner, among other opportunities.
- Instant Alert purchased to notify parents of critical activities.

XIII. Continue with nine week assessments to measure student progress, to target remediation areas.

- Data is analyzed and discussed at instructional meetings.
- Direct Instruction data is reviewed weekly during instructional meetings and on a monthly basis during the Reading First Initiative Team (RFIT) meetings.

RFIT Reading Scores			
	Grade 3	Grade 4	Grade 5
10/30/2006	75%	69%	68%
12/18/2006	73%	70%	81%
1/31/2007	74%	73%	82%

- SAXON benchmarks were administered during the week of November 27-December, and again January 23, 2007.

January 23rd Math data –

3rd grade – 82% scoring between above 80% - 60%

4th grade – 76% scoring between above 80% - 60%

5th grade – 88% scoring between above 80% - 60%

- Strand Remediation will be targeted during MARS and enrichment/remediation blocks.

Secondary Instruction

Assistant Superintendent of Secondary Instruction
and Personnel

I. Assist schools with the review of curriculum alignment, pacing guides, content presentation, and the interpretation of SOL test data to increase student performance.

- Meetings were held with principals and teachers to discuss last year's and this year's test scores, curriculum alignment, pacing guides, content presentations, teacher observations and content of 4.5 and 9 week benchmark tests.
 - (SCHS) September 12, 2006, science dept.: September 20, 2006, ETS test building; October 4, 2006, dept heads; October 23, 2006, English Dept.; October 24, 2006, Math Dept.; October 26, 2006, Social studies Dept., October 30, 2006, Science Dept.; November 2, 2006, testing/data meeting; December 12, 2006, Academic Review Visit, Math Dept Meeting; December 18, 2006, Social Studies Dept. meeting; December 19, 2006, Math Dept.; January 3, 2007, Science Dept.; January 4, 2007, English Dept. Meeting; January 5, 2007, Academic Review Visit; January 9, 2007, GED/Alternative program; January 23, 2007, Program of Studies, January 30, 2007, Program Studies, Program of Studies Feb. 5, 2007, Academic Review meeting; Feb. 6, 2007, benchmark scores.
 - (SCMS) October 18, 2006, DOE requests; October 26, 2006, EIMS review; October 27, 2006, PASS Coaches meeting; November 2, 2006, Math Dept. Meeting; November 14, 2006, English Dept.; November 27, 2006, Science and Social Studies Depts.; December 5, 2006, English Dept.; December 12, 2006, Academic Review Visit; January 5, 2007, Academic Review Visit; January 9, 2007, teacher observation follow-ups with Principal; January 29, 2007, Principal Meeting; Feb. 6 and 7, 2007, teacher observation follow-ups with Principal.
 - Outcomes resulting from meetings included but were not limited to the following: (SCMS): Benchmark tests reviewed with students, lesson plans designed to reflect work remediation on missed items; homework assignments issued according to individual weaknesses. (SCHS): Tests at 4.5 and 9 weeks reflected work covered in pacing guides and were created with teacher input and ownership; after 4.5 week and 9 week tests, students were rescheduled into Novanet or alternative classes based on academic needs;
 - a retired science teacher was utilized to disaggregate data and to work with earth science teachers for instructional improvements.

II. Assist principals with goal setting related to SOL test score improvements.

- HS and MS principals meetings: September 21, 2006; October 10, 2006; October 19, 2006; November 8, 2006; December 19, 2006; January 5, 2007; January 17, 2007.

- Meetings held with principals individually to analyze test data, to discuss options to address specific content area problems, and to set goals for the current year and future years. (SCHS) September 12, 19, 27; October 16, 25, 30; November 2. (SCMS) September 18, 20, 28; November 2, 3. (More dates listed under meetings)
 - Assistant Superintendent assisted principals by observing, and giving written feedback designed to improve instructional performance to teachers as assigned by principals. Seven teachers were observed during the first nine weeks.
- III. Provide training, support, and professional development for teachers in core academic instructional areas, and in the use of technology to enhance learning and to increase test scores.**
- Content specific professional development offered for both SCHS and SCMS numbered over thirty.
 - September 20, 2006, ETS test builder training for SCHS core teachers
 - November 7, 2006, Tom Beatty presentation on higher level thinking, SCMS.
- IV. Continue with nine-week assessments as benchmarks to measure student progress, to target needed remediation areas, and as tools to assist teachers regarding pacing and content alignment.**
- SCHS tested students at 4.5 weeks and at 9 weeks in the core areas
 - SCMS tested students at 9 weeks in the core areas.
 - Both after school and in school remediation targeted to specific students in needed areas.
 - Teachers at both schools become part of the process regarding the creation of test questions aligned with content and pacing guides.
- V. Increase parental involvement in the schools.**
- SCHS: Principal meets with parents and students to discuss graduation requirements
 - SCHS: Principal meets with parents and students to adjust students' schedules to better meet students' instructional needs
 - SCHS and SCMS: Guidance meets with parents and students to develop 4/5 year individual academic plans.
 - SCHS: Increased number of parents in booster clubs; creation of PTA (from PTO)
- VI. Implement incentives to increase student attendance.**
SCMS: December rewards: Students (one male and one female) who have missed three days or less qualify for winning a new bicycle. June: Students with perfect attendance are rewarded at year's end.
- VII. Implement incentives to increase student reading and writing.**
- SCHS: Library sponsored book club (60 student members)
 - SCHS and SCMS: Lunch read time implemented
 - SCMS: Read 180 implemented
- VIII. Focus on media center upgrades to create a uniform, state of the art, user friendly, division wide library system.**
- Meetings of Media Specialists and administrators: September 18, 27; November 6
 - Above meetings resulting in creation of media center handbook and in proposal for division wide media system upgrades.
- IX. Evaluate current academic programs to determine effectiveness based on measurable goals and to determine future academic needs.**
- Technology team works with administrators to collect inventory of all academic programs in preparation for January meeting to discuss program effectiveness.
 - SCHS revises curriculum handbook based on new course survey.
- X. Monitor alternative assessments (VGLA/VAAP) and documentation of student achievements.**

- SCMS: Assistant Principal directs VGLA/VAAP monitoring process
 - SCHS and SCMS: Increased in-service activities and teacher education focused on VGLA/VAAP
- XI. Increase expectations and options for students regarding higher education, SAT prep, scholarship, and career opportunities.**
- SCHS: ECMC scholars program adds second cohort and increases activities
 - SCMS: GEAR-UP program initiated; implemented to begin in January, 2007
 - SCHS and SCMS: Increased number of career fairs and college days/visits
- XII. Examine and utilize alternative schedules and more flexible schedules to better use time to meet students' learning styles and academic needs.**
- On-going examination of alternative schedules to better meet needs of students
 - SCHS: Flexible schedules implemented to address student learning styles.

Special Education

Coordinator of Special Education

- I. Observe classroom teachers to monitor instruction of the special education students and implementation of IEPs.**
Ten observations have been completed this school year and will be on-going.
- II. Provide instructional and staff development resources.**
- Training has been provided to special education teachers, general education teachers, administrators and support staff. Areas of training have included state assessments, behavior intervention, assistive technology, collaboration and inclusion, reading, math, and writing instruction, and increasing achievement through character development.
 - Special education teachers have received training and meet highly qualified requirements for at least one core content area.
 - Resources provided to staff include supplementary instructional materials and instructional consultants from T-TAC.
 - Instructional meetings with principals are held monthly to address issues related to special education as needed.
 - Survey of principals on staff development needs was conducted during the 2005/2006 school year. Special Education teachers, paraprofessionals, and regular education teachers participated in pre-school staff development activities. Additional staff development is on-going.
- III. Monitor VGLA and VAAP assessments.**
- A schedule and procedure for monitoring Collection of Evidence has been set. Follow-up with building administrators is on-going. The Collection Of Evidences are monitored at least monthly.
 - Lead Special Education Teachers have been identified to the elementary schools to assist with this process.
- IV. Monitor and follow-up with principals on inclusion of special education students in remediation programs.**
- Follow-up with principals regarding the inclusion of students in remediation and supplemental education programs is on-going.
 - Students have been identified at elementary schools.
 - After school remediation began at the Middle School in January.

Personnel

Assistant Superintendent of Secondary Instruction and Personnel

- I. Recruit and retain highly qualified teachers.**

Have received approximately 151 applications since July 1, 2006, and continue to recruit by attending job fairs and advertising beyond the local market. In order to retain these highly qualified teachers once they are recruited, the number of mentor teachers has been increased.

II. Continue to analyze employee salary scales and incentives to become and remain competitive.

- Salary analyses including surrounding counties compiled each year as informational item for board; signing bonuses and retention bonuses are being discussed.
- Projected 07-08 salaries are considered to be significantly competitive.

III. Review and evaluate professional development programs.

3% of budget or \$597,314 set aside for professional development. School system pays a percentage of costs for initial licensure class requirements and for master's courses in subject areas taught. Teachers utilize training programs and courses from several local and on-line universities. Selected teachers participate in Region I Leadership Academy.

IV. Continue to participate in "Pathwise" teacher mentor program.

With the help of a "hard to staff schools" grant paid mentors were increased from seven to twelve. All mentors received Pathwise in-service training. Plans to implement upgraded Pathwise technology are in place. This program will greatly facilitate documentation and follow-up activities.

V. Continue to enhance and improve school-based employee recognition programs and explore/analyze costs and procedures for the implementation of a division-wide recognition program.

School based and division wide Teacher of the Year is continuing. With the aid of a new human resources assistant, preparation for a division wide recognition program is on-going. The division wide program will be implemented for 2007-2008.

Technology

Director of Finance and Technology

I. Enhance the speed, access and reliability of the District's internal computer network and its connection to the internet in support of on-line testing, remediation and regular instruction.

New high-speed "Blade" servers and switching equipment have been added to the districts main computing center. A high-speed "DS3" network connection has been ordered with installation expected by the beginning of March.

II. Continue to enhance the accessibility of and upgrade to computer hardware for students and staff.

New mobile computer labs have been added at Chambliss and Jackson Elementary schools with new COW's (computers on wheels) added at all three elementary schools. New printers have been ordered for the school administrative offices. New work stations and printers will be installed in the central office and high school administrative office in the first quarter of the next calendar year.

III. Establish a "Technology Steering Committee" for the purpose of reviewing computer software, hardware, and infrastructure needs and for making recommendations related to future acquisitions and enhancements.

The first meeting of the Technology Steering Committee will be scheduled in January. Currently the technology department is gathering a comprehensive inventory of all installed software that will be evaluated by the committee with an assessment expected to recommend continuation or elimination of existing systems.

IV. Continue to provide training to teachers and staff to promote the infusion and integration in the classroom and to support administrative technology needs.

The district's Instructional Technology Resource Teacher (ITRT) offered a summer institute for interested teachers. The teachers, in turn, have been able to demonstrate new hardware and software offering in the schools. In addition, the district's ITRT provided teacher technology training during the staff development week and has continued to visit the schools to assist with technology integration. The ITRT has met with, and has offered training to the schools' Lead Technology teachers. These individuals are identified as the "first responders" to local technology questions and problems. The Director of Technology, Data Specialist, High School Media Specialist and the ITRT attended the state DOE Technology conference in Roanoke, Virginia. This conference provided a wealth of informative workshops and showcased a significant number of technology products.

Finance

Director of Finance and Technology

- I. Provide user-friendly automation for the school bookkeeping function that will provide both ease of use and accuracy in maintaining proper school fund accounting records.**
A new automated Student Activity Fund Accounting system was acquired and installed at each school. All schools went "on-line" this summer with an effective bookkeeping period beginning July 1, 2006. All systems are up to date and are being monitored monthly.
- II. Develop a Purchasing Policy and regulations that will provide guidance for the effective acquisition of goods and services within the guidelines set forth by State Procurement laws.**
A comprehensive purchasing policy has been presented to, and approved by the School Board.
- III. Develop a Financial Management system that will promote and support:**
 - A budget process that accurately identifies all anticipated fiscal needs of the school district.
 - A cost center distribution of financial accountability to promote financial decision-making closest to the point of instructional and operational impact.
 - The conversion to the County's "Bright" accounting system.

We are currently in the budget development process utilizing a new chart of accounts and cost center approach. Financial history for the current budget as well as prior fiscal years have been converted into the new format so as to provide comparative data during the budget balancing and approval cycle. Plans are progressing for the conversion to the "Bright" financial system beginning July 1, 2007.
- IV. Develop a methodology for accurately projecting both short and long-range enrollments for the purpose of anticipating staffing, space and financial resource needs.**
10-year enrollment projections have been developed utilizing the cohort survival method of enrollment forecasting. These projections were presented to the School Board and are being utilized in the CIP and Operating Budget development process.
- V. Continue to monitor and enhance the grant reimbursement process to insure timely receipt of funds.**
Grant reimbursements are being processed and monitored. It is anticipated that all grant reimbursements will be current by the end of the fiscal year.
- VI. Review and recommend enhancements to the District's compensation schedules that support the efforts to attract and retain the most qualified staff members.**
 - A proposal has been drafted that recommends the adoption of a revised compensation schedule for classified employees. The plan suggests a range scale as opposed to the current lock-step scale.
 - An analysis of the teacher salary schedule is currently underway and will be introduced during the budget development process.

Maintenance

Supervisor of Operations

- I. Seek, organize, and analyze adequate information to plan and manage daily maintenance operations.**
 - Conducts day-to-day leadership and oversees the maintenance staff to ensure high performance work at all the school sites.
 - Inspects school buildings and school grounds on a routine basis.
 - Assists school principals with operations, issues needs and concerns for their school buildings and school grounds.
 - Maintains record keeping, schedules and inventories.
- II. Design and implement work order system that helps maintenance workers respond quickly to repair requests.**

Work orders are being prioritized by maintenance staff:

a. Emergency	Danger to life or property
b. Priority	Possible danger
c. Routine	Daily maintenance repairs
d. Improvement	Changes to facilities
e. Rejected	Request rejected
f. Deferred for safety future	Consideration
g. Summer Work	Summer request

Maintain and analyze data on maintenance requests from each school.
- III. Develop mechanism to monitor maintenance service level and obtain periodic feedback about functions that need improvement.**
 - Maintain and analyze data on maintenance requests from each school.
 - Performs follow-up to verify problems are corrected promptly.
- IV. Organize and develop preventive maintenance system that enhances safety and security measures to respond to and take appropriate actions in the event of emergency or critical incidents to resolve, confine or otherwise prevent potentially injurious or hazardous conditions.**
 - Ensure proper safety equipment on hand and safety practices are adhered to.
 - Assign highest priority to safety-related maintenance work orders.
 - Repairs of school facilities are on-going and documented by Maintenance Director.
 - Routine site visits are conducted at each school location to verify compliance or identify hazardous conditions and work practices.
- V. Organize and implement system to maintain material and supplies usage records for district inventory and proper accounting purposes.**

Monitoring and analyzing data on materials and supplies usage by Maintenance Department.
- VI. Address ways to identify and help perform maintenance and operational needs of the school division for concerns such as electrical systems, asbestos, heating and air condition system, structural supports, and pavement and asphalt maintenance activities, such as cutting out edges, patching sidewalks, and patching potholes.**
 - Conducts routine inspections of school division sites.
 - Maintenance Department also conducts routine inspections of school division sites and reports back to the Supervisor of Operations.
- VII. Project and identify needs of the Sussex County Public Schools in a Capital Improvement Plan.**

Collect input from school principals regarding needs of improvement of their school building and the school grounds.

Semester Summary

Each department is continuing to implement activities and strategies to strengthen the performance of the school division in both instruction and operations. Instructionally, the second nine-week assessments are showing gains throughout the elementary and middle school with some areas of concern. The projected math assessment is showing significant gains at both Chambliss Elementary and Jackson Elementary where the projected number of students passing at grades 3, 4 and 5 were above 70 percent. The assessments were done with both the Saxon Math post test and the SOL release test items. The results of the released test items for the 4th grade does appear to cause concern where they are about 10 percentage points below the results for Saxon Mathematics results. The administration and faculty will pay more attention to those less successful students while continuing to remediate students at grades 3 and 5 to strengthen their performance.

The projected pass rate for reading from our Reading First Initiative Team (RFIT) meeting at both Chambliss Elementary and Jackson Elementary schools is projecting a significant increase of 20 percentage points above the 2005-2006 SOL pass rates. The school is supplementing the reading program with additional reading material beyond the regular Direct Instruction program. Both Chambliss Elementary and Jackson Elementary schools will continue to supplement the reading program for approximately 50 minutes twice a week. Focused remediation on areas of weakness will continue to strengthen the projected rate of performance. The environment of Jackson Elementary is more focused on learning than it has been in the prior three years.

The projected pass rates of Sussex Central Middle School are showing areas of gains and concerns. The assessment results for the second nine weeks are showing gains with above 70 percent of students passing in the 7th grade SOLs for both English and mathematics. The 8th grade projected pass rates are about even with last year's SOL results for English and mathematics which were approximately at 70 percent. The additional focus on writing should strengthen the English results, but there needs to be a continued focus on raising expectations and using remediation to strengthen the performance of 8th grade students.

The middle school needs to have a more focused effort on the 6th grade performance. An increased performance of students based on the assessment results for all instructional areas at the 6th grade is needed. Efforts must be made to review the effectiveness of instruction and to provide support for teachers along with remediation for identified weak student performance areas. The principal and instructional coaches for reading and mathematics must focus at the 6th grade level while maintaining support for reading and mathematics at the 7th and 8th grades. There also needs to be a focus on history and science throughout all three grades at the middle school. The middle school has made efforts to make their assessments very challenging to students which may be impacting the assessment results.

Sussex Central High School's results are consistent with prior year's semester results. The high school must continue to focus on remediation of students' areas of weakness in all SOL End-of-Course tests. The faculty and administration will continue to focus on building the performance of students in each subject area. There has been an increased focus in the area of science. A coach was hired to work with the teachers on curriculum and instruction.

Overall, there appears to be growth in performance at Chambliss Elementary and Jackson Elementary schools while growth has occurred at the 7th grade at the middle school as well. Efforts will continue to strengthen student performance throughout the school division.